PGS7007 Professional Studies

Module Description

Module Code: PGS7007

Module Convenor: Jamie Ribolla

Module Description:

This module aims to develop the essential knowledge and skills required of all teachers, through the promotion of inclusive learning and teaching within a diverse society. This work will provide the foundation upon which effective pedagogy can be developed through subject-based and school-based experiences, and support the development of emergent confident teachers who are aware of the positive contribution they make to the profession; to engender successful learners, confident individuals and responsible citizens in schools.

'Teachers are made, not born. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching'.

(DfE, 2022, p.5)

Learning Outcomes

At the end of this module students will be able to:

1. apply their pedagogical knowledge and understanding in the classroom, in the form of essential teacher skills

2. enable critical reflection and evaluation on the impact of effective teaching and inclusion strategies

3. reflect on the professional role of the teacher in the school community

These will be addressed through the following indicative content:

o   How Pupils Learn: Emotional and Cognitive Learning

o   Effective Classroom Practice

o   Managing Behaviour for Learning

o   Setting High Expectations

- o   Assessment: formative and summative

- o   Adaptive teaching

- o   Special Educational Needs and Disabilities (SEND): ensuring all pupils can experience success

- o   Supporting Pupils for whom English is an additional language (EAL)

- o   Developing literacy across the curriculum

- o   Equality, Inclusion and Diversity

- o   Safeguarding

- o   Understanding Professional Behaviours

- o   Sustainability in Education

Getting in touch

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Office hours: 8am-5pm

Credits and Time Commitments

Credits for this module: 30 Level 7
Total study time (hours): 200
Contact hours: 100
Placement / work-based learning hours: 0
Guided Learning hours: 25
Independent Study hours: 75

Introduction to Professional Studies

Our Professional Studies curriculum seeks to develop the essential knowledge and skills required of all teachers, as set out by the Initial Teacher Training and Early Careers Framework (ITTECF). Our curriculum is sequential, progressive and cyclical, such that knowledge and skills are introduced, developed, and revisited throughout the course.

1. ***PS lectures - introduce key knowledge***
2. ***PS Workshops and Subject Sessions - knowledge applied to context and initial skill development***
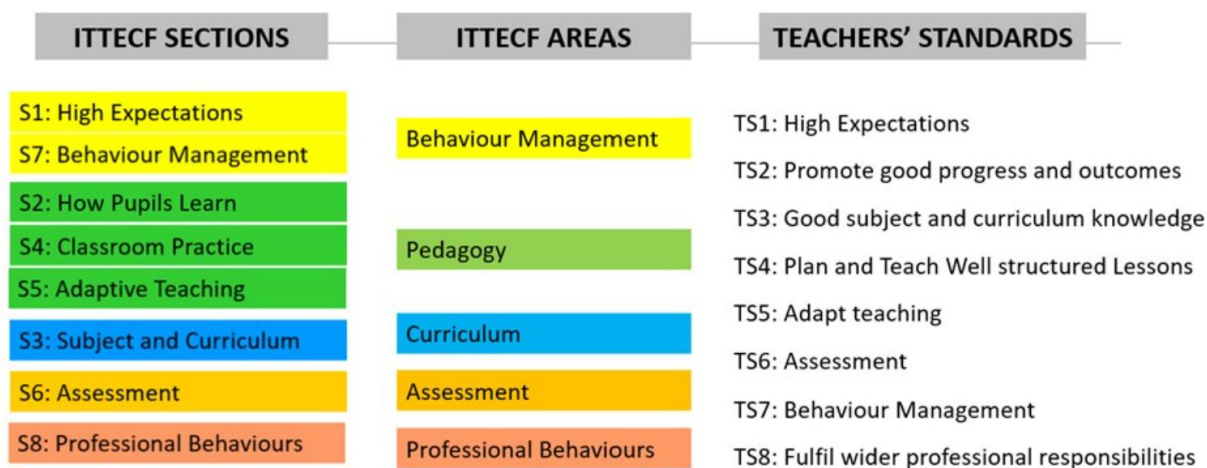3. ***School-based experiences - knowledge applied and skills developed through pedagogy.***

Additional analysis and critique of theory, research and expert practice are integral aspects of the course, and are further developed through assignments.

To develop the essential knowledge and skills, all trainees will have opportunity to:

- *observe expert colleagues,* and be supported in deconstructing what makes a particular approach successful or unsuccessful.
- *Receive clear, consistent and effective mentoring*, on a particular approach to provide a structured process for improving practice.
- *Practice*. Rehearse and refine particular approaches throughout their training. This could include beginning outside the classroom before using approaches in classrooms.
- *Receive feedback* on applying a particular approach or approaches. Work with expert colleagues to identify areas for and ways to improve practice, seek challenge and critique from expert colleagues.

The essential knowledge and skills required of all trainee teachers are set out in the Initial teacher Training and Early Career Framework. The knowledge and skills are categorised into 8 sections, which explicitly align with the 8 Teachers' Standards required of all teachers. The 8 sections, can be further grouped into 5 areas.

Connecting ITTECF with Teachers' Standards — St Mary's University Twickenham London

ITTECF SECTIONS	ITTECF AREAS	TEACHERS' STANDARDS
S1: High Expectations	Behaviour Management	TS1: High Expectations
S7: Behaviour Management		TS2: Promote good progress and outcomes
S2: How Pupils Learn		TS3: Good subject and curriculum knowledge
S4: Classroom Practice	Pedagogy	TS4: Plan and Teach Well structured Lessons
S5: Adaptive Teaching		TS5: Adapt teaching
S3: Subject and Curriculum	Curriculum	TS6: Assessment
S6: Assessment	Assessment	TS7: Behaviour Management
S8: Professional Behaviours	Professional Behaviours	TS8: Fulfil wider professional responsibilities

Curriculum and Weekly Foci

Professional Studies Curriculum Overview

ITTECF Core Area (5)	ITTECF Section (8) (Teacher Standards)	PS Lecture ('Learn that...')	PS Workshop ('Learn how to...')
Behaviour Management	**S1 High Expectations** (TS1 Set High Expectations)		▪ High Expectations: Role of the Form Tutor
	S7 Managing Behaviour (TS7 Manage Behaviour Effectively)	▪ Managing Behaviour	▪ Managing Behaviour
Pedagogy	**S2 How Pupils Learn** (TS2 Promote Good Progress)	▪ How to Learn: Learner and Teacher Identity ▪ How Pupils Learn 1: Cognition ▪ How Pupils Learn 2: SEND ▪ How Pupils Learn 3: Emotionally Informed Learning	▪ How Pupils Learn
	S4 Classroom Practice (TS4 Plan and Teach Well Structured Lessons)	▪ Effective use of Artificial intelligence as a Teaching and Learning tool, and online safety ▪ Further covered through subject lectures and workshops	
	S5 Adaptative Teaching (T5 Adapt Teaching)	▪ SEND: Opportunities and barriers to learning ▪ Adaptive Teaching: EAL and Literacy	▪ Adaptive Teaching: Reflections on Effective Practice ▪ Adaptive Teaching: SEND ▪ SEND Project
Curriculum	**S3 Subject and Curriculum** (TS3 Demonstrate Good Subject and Curriculum Knowledge)	▪ Curriculum and the Teacher ▪ Curriculum Making ▪ Literacy: Closing the reading gap	▪ Literacy Across the Curriculum
Assessment	**S6 Assessment** (TS6 Make Accurate and Productive Use of Assessment)	▪ Formative Assessment ▪ Progress: Plain and Simple	▪ Formative Learning ▪ Effective use of data for learning and numeracy
Professional Behaviours	**S8 Professional Behaviours** (TS8 Fulfil Wider Professional Responsibilities)	▪ Teacher Well-Being & Resilience	▪ Resilience
PART 2 and Statutory		▪ Professional Behaviours: Safeguarding ▪ Anti-racist teaching practice (recorded)	

Duties		▪ Professional Behaviours: Political Impartiality, RSE and PSHCE ▪ Sustainability: Teacher Positionality and Teach like the planet matters ▪ A year as an ECT	
Enrichment		▪ Equality, Diversity and Inclusion Conference ▪ Inclusive Schools ▪ Anti-racist teaching ▪ Child Bereavement	▪ Diversity and Inclusion
Intense Training and Practice (ITAP)		▪ Behaviour Management – effective routines ▪ Effective Questioning ▪ Assessment – providing high quality feedback ▪ Adaptive Teaching – ensuring all pupils have opportunities to succeed	

Weekly Foci

To support trainees' development of essential skills, we provide 1 or 2 weekly foci which should guide every element of your weekly experience, to include mentor meetings, observations of expert colleagues, your own practice, and lesson feedback. We recognise that it is not possible to develop every skill in one week, and therefore, each week you should decide which skills you will:

1. Aim to observe in expert colleagues,
2. Discuss and explore in your mentor meetings, and
3. Aim to develop through trying a particular approach in your own practice and seeking feedback specifically on this.

Curriculum Guide

4. We strongly encourage that this document is used on a weekly basis to guide mentor conversations, setting of weekly targets and support reflection on your progress and development.
5. The guide provides:
6. An overview of the curriculum
7. Weekly foci for Pre-Foundation, Foundation, Development and Consolidation Phases
8. Assignment, task and submission deadlines
9. Essential skills
10. Essential knowledge
11. PS Overview
12. PS Timetable

ITaPs

ITaP (Intensive Training and Practice) weeks focus on developing a specific element of your teaching practice through a combination of university and school-based experiences. The general structure of ITaP Weeks are:

Monday	Online	Key lecture, critique key readings
Tuesday	School-based	Observe and deconstruct expert colleagues' practice
Wednesday	University-based	Reflection, connecting practice with theory, planning own practice
Thursday	School-based	Deliver lessons (minimum 2)
Friday	Online	Consolidation presentation and reflection. Actions for future practice

There will be four ITAP weeks, each focusing on a different area of professional learning.

ITAP 1: wc Monday 6th October   Behaviour Management: Routines
ITAP 2: wc Monday 24th November   Effective Questioning
ITAP 3: wc Monday 9th February   Assessment: Providing high quality feedback
ITAP 4: wc Monday 20th April   Adaptive teaching: Ensuring all pupils experience success.

All resources for each ITAP can be found in the folders below.

Masters Level Essay

Professional Studies Essay Task:

Please refer to ITTECF 4.6, "Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems." (DfE, 2019:17)

Essay (4,500 words):

- Questioning is an essential teaching method to consolidate pupils' learning: with reference to a lesson which you have taught and drawing upon educational theory and research and other professional evidence, critically evaluate how you effectively used questioning to consolidate pupils' learning.
  Appendices (1,500 words equivalent):

- You are required to illustrate, in an appendix to the essay; evidence of how you planned for effective questioning (lesson plan), what you have learned from critically deconstructing your lesson and critiquing the impact of the lesson (lesson evaluation). The evidence should also include lesson feedback from an expert colleague, e.g., class teacher or mentor, and notes from professional development conversations.

Indicative structure Essay:

- Introduction to the assignment
    - Setting for the lesson
    - Where does the lesson fit within the medium-term plan?
    - Where is the learning taking place? Subject School context (anonymise)
- Analysis and Discussion
    - Intention of the lesson – what type of knowledge is being learnt?
    - Defend how you used questioning to consolidate all pupils' learning
    - Was the approach taken effective in consolidating learning for all pupils?
- Conclusion
    - In the context of class X... High quality questioning can consolidate pupils' learning when... Next steps for further improvement are...
    - *Ensure you use academic literature, research and professional development conversations to justify analysis.
- Appendices
    - Lesson plan, expert colleague feedback, professional development conversations including Weekly Training Meeting notes, and relevant observation notes of expert colleagues.
- Critical engagement and analysis of literature
    - Critical engagement is the critiquing of academic literature whereby the reader considers the following questions:
        - What are the key arguments being presented by the author in relation to the subject?
        - Are these arguments robust?

- Do you accept or challenge their arguments?
- Are there other authors that agree with them (and possibly you)?
- Are there other authors who disagree with them (and possibly you)?
- Why are there different views? Is this in relation to the context of the author (time, geography, and politics?) or are there different views within the same context based on differing evidence sources?

If the evidence is based upon research, then consideration must be given to where, when and how the research was undertaken.

- Is the geographical location of the research comparable to the context of the writer (you)?
- When was the research undertaken? Has society/politics/education changed since that time?
- Is the methodology robust? Is there an appropriate sample group? Does the sample represent the context of your own experience? Does it lead to results that can be trusted to be part of your own argument either in support or defence of your position?
- It is also interesting to note who the researcher is and their other work as they may have developed their argument. You need not give an answer to every question above when developing a point but should have considered them when developing your argument.

12. Tutorials

Seminars / Tutorials and Progress Activities

Seminars and tutorials can be booked to discuss your progress, and any thoughts or concerns you have. At St Mary's University, we support your professional and personal development as an early career teacher. One way we do this is to have individual and/or group seminar / tutorials at regular points in the year. This includes the opportunity to discuss your professional development and review / set your targets.

Throughout the PGCE course, there are three formal seminars / tutorials with a subject tutor (September, January and June). It is your responsibility to prepare thoroughly for these meetings by reviewing your progress to date. You will reflect on school-based experience, university-based sessions, as well as feedback on assignments.

The documents below provide a series of questions to support your self-reflection and preparation for each tutorial. There is no expectation for you to submit these formally, but instead be used to guide discussions.

Many of the reflection activities draw on the work of Robertson-Cooper (www.robertsoncooper.com), an organization which focuses on resilience and well-being in the workplace. Via this link, (Robertson Cooper i-resilience report) you are able to answer a series of questions and be provided a free iResilience report, and guidance on steps you can take to maximise your wellbeing. You may wish to complete this before your first tutorial.

Assessment overview and deadlines

6000-word essay (4,500-word main essay and 1,500-word appendices)

Questioning is an essential teaching method to consolidate pupils' learning: with reference to a lesson which you have taught and drawing upon educational theory and research and other professional evidence, critically evaluate how you effectively used questioning to consolidate pupils' learning.

Weighting: 100%

Deadline: 6pm on Sunday 25th January 2026

Assessment Briefs

Please refer to the module handbook for essay guidance, including appendices, indicative structure and necessary critical engagement and analysis of relevant literature.

Checking your grades and feedback (guide)

Checking your grades

Grades, raw marks, and feedback are available by revisiting the space where you submitted your work (i.e. a Turnitin Assignment)

These can be located in the **Submissions, Feedback, Results** section.

Results

Your official results will be **emailed to you** at the end of term once marks have been ratified at University Board. At this point, you can also check your results by **visiting e-Vision**.

It is your responsibility to read the report sent to you each semester. If it is necessary to resit, in the first instance please contact your Module Tutor.

For all further advice visit the Hub Online, or email ITServiceDesk@stmarys.ac.uk.

What is Turnitin?

Turnitin is a tool that works within Moodle. It is through Turnitin that you submit your work; most commonly written assignments.

Turnitin compares the written text that you submit against a database of academic sources, student papers and websites. This helps academic staff assess for plagiarism, and helps you see how well you have referenced the writing of others. You can do this using the Turnitin Similarity Report. Please note, academic staff can turn this feature on or off.

To learn more about the Similarity Report, search The Hub using the term 'similarity report'.

Academic staff also have access to a tool that compares different pieces of writing to make sure they have been created by the same author. This will help to detect situations where contract cheating websites have been used.

Submission…

Please submit your professional studies essay here by *6pm on Sunday 25th January 2026.*
Your assignment must be submitted in 2 parts, and named in the correct format:

	PART 1: Main Essay and Evidence	PART 2: References
File Name Format	Regnum subject essay	Regnum subject references

	PART 1:	PART 2:
	Main Essay and **Evidence References**	
Example File Name	123456 Geography essay	123456 Geography references

Marks will be released at 6pm on Friday 13th February.

M Level Professional Studies (EXTENUATING CIRCUMSTANCES)

This submission box must only be used, once you have received confirmation of an extended deadline due to extenuating circumstances.

Please submit your professional studies essay here by ***6pm on Sunday 8th February 2025.***

Your assignment must be submitted in 2 parts, and named in the correct format:

	PART 1:	PART 2:
	Main Essay and **Evidence References**	
File Name Format	Regnum subject essay	Regnum subject evidence
Example File Name	123456 Geography essay	123456 Geography evidence

Marks will be released at 6pm on Friday 27th February.

Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
(7)

1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
(2)

1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
(3)

1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
(3)

1.5 A culture of mutual trust and respect supports effective relationships.
(4)

1.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.
(5)

1.7 High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers.

(3)

1.8 Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty.

(5)

SECTION 2: How Pupils Learn

(0)

2.0 Additional Readings

(5)

2.1 Learning involves a lasting change in pupils' capabilities or understanding.

(2)

2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas

(4)

2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory

(2)

2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.

(6)

2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.

(3)

2.6 Pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND.

(3)

2.7 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.

(4)

2.8 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.

(8)

2.9 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.

(10)

2.10 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn

(1)

SECTION 3: Subject and Curriculum

(0)

3.0 Additional Readings

(8)

3.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
(1)

3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
(2)

3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
(2)

3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
(5)

3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
(6)

3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
(5)

3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
(8)

3.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context
(2)

3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
(4)

3.10 Every teacher can improve pupils' communication and literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
(8)

3.11 Pupils' positive dispositions and attitudes towards mathematics are associated with positive outcomes on learning
(2)

3.12 Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts. This can help to address speech and language difficulties, especially for children in their early school years.
(6)

SECTION 4: Classroom Practice
(0)

4.0 Additional Readings
(2)

4.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.

(1)

4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned

(3)

4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible

(3)

4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases..ed as pupil expertise increases.

(5)

4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.

(3)

4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems

(2)

4.7 High quality classroom talk (sometimes referred to as oracy), can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

(2)

4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.

(3)

4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.

(4)

4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.

(2)

4.11 Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

(2)

SECTION 5: Adaptive Teaching

(0)

5.0 Additional Readings

(6)

5.1 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

(4)

5.2 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.

(2)

5.3 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.

(3)

5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.

(2)

5.5 Flexibly grouping pupils within a class to provide more tailored support can support learning, but care should be taken to monitor its impact on attainment, behaviour, engagement and motivation, particularly for low attaining pupils.

(2)

5.6 There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.

(2)

5.7 Pupils with SEND are likely to require additional or adapted support; working closely with colleagues, parents/carers, and pupils to understand barriers to learning and identify effective strategies is essential.

(3)

5.8 High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers, and which can be developed through training and support.

(3)

5.9 Technology, including educational software and assistive technology, can support teaching and learning for pupils with SEND.

(3)

SECTION 6: Assessment

(0)

6.0 Additional Readings

(10)

6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.

(2)

6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.

(1)

6.3 Before using any assessment, teachers should be clear about the/ decision it will be used to support and be able to justify its use.

(7)

6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.

(3)

6.5 High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

(5)

6.6 Over time, feedback should support pupils to monitor and regulate their own learning.

(3)

6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

(1)

SECTION 7: Managing Behaviour

(0)

7.0 Additional readings

(6)

7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

(2)

7.2 A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.

(2)

7.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

(2)

7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.

(2)

7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.

(1)

7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

(3)

7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

(3)

7.8 Teaching and modelling a range of social and emotional skills (e.g. how to recognise and understand feelings, manage emotions, and sustain positive relationships) can support pupils' social and emotional development.

(4)

7.9 Teaching typically expected behaviours will reduce the need to manage misbehaviour.

(1)

7.10 Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour.

(2)

7.11 A key influence on a pupil's behaviour in school is being the victim of bullying.

(2)

SECTION 8: Professional Behaviours

(0)

8.0 Additional Readings

(20)

8.1 Effective professional development is likely to be sustained over time, building knowledge, motivating staff, developing teaching techniques, and embedding practice.
(4)
8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
(4)
8.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
(2)
8.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
(5)
8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers
(3)

- Deployment of Teaching Assistants
Document
EEF, 3rd, 2025

- Deployment and Impact of Support Staff in Schools Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools
Document
Peter Blatchford, Paul Bassett, Penelope Brown, Clare Martin, Anthony Russell, and Rob Webste

- Teaching and Learning Toolkit | EEF
Website
EEF

8.6 SENCOs, pastoral leaders, careers advisors and leaders and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils
(3)
8.7 Engaging in high quality professional development can help teachers improve.
(3)
8.8 Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND.
(1)

- How are teachers' attitudes toward inclusion related to the social-emotional school experiences of students with and without special educational needs?
Article

Heyder, A., Südkamp, A., Steinmayr, R, Learning and Individual Differences, 77, 2019/12/06, 101776 - 8.9 Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently
(2)

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Using research evidence | EEF
Website
EEF

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Emerging theory of teacher resilience: a situational analysis
Article
Drew, Sally Valentino ; Sosnowski, Cathy, English teaching : practice and critique, 18(4), 2019-11-22, 492 - 507